

# Arthur Terry School - British values statement

All schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## Are schools required to promote British values?

Independent schools, including academies, have a statutory duty to actively promote British values under The Education (Independent School Standards) Regulations 2014.

While maintained schools are not legally required to promote British values, they are required to promote the spiritual, moral, social and cultural (SMSC) development of pupils, and the DfE says that British values should be included within SMSC teaching.

The DfE's 'The Prevent duty' guidance also advises that all schools should promote British values to help build pupils' resilience to radicalisation. The promotion of British values is also highlighted in Ofsted's 'School inspection handbook' as an indicator of good provision under the 'personal development' judgement.

Our school is committed to actively promoting British values to ensure our pupils leave us fully prepared for life in modern Britain.

The government emphasises that all schools should ensure that they teach pupils about British values. We take every opportunity to promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

Through the promotion of these values, our school aims to ensure pupils:

- Understand the democratic process and how citizens can have a say in decision making.
- Recognise the advantages of living under the rule of law and how law is essential for a safe society.
- Understand that there is a separation of power between the executive and the judiciary and why it exists.
- Understand the reasons for accountability of institutions and why courts maintain independence.
- Know why freedom of religion protects all faiths, as well as those with no faith.
- Accept that people who hold different religious beliefs should be tolerated and not discriminated against.
- Value the importance of identifying and combatting extremism.

We promote British values both within and beyond the classroom and these values are at the heart of our ethos. Here are just some of the ways our school seeks to embed the teaching of British values.

## **Democracy**

- The Arthur Terry School champions the importance of student opinions and views regarding important decisions within the school community. We regularly seek the opinion of our students via questionnaires, student voice forums and proactively seek opportunities to informally gather the thoughts of our students.
- Students have the opportunity to apply to become student leaders. These leaders sit on committees that are designed to support and shape whole school vision. The committees include; Keeping safe & being healthy, Relationships & respect, Inclusivity & diversity, Citizenship & Personal responsibility, British Values & Human Rights, and Safeguarding & seeking advice.
- The work of our student leaders is led by a member of the Leadership Group, with the support of an appointed Innovation Leader. The student leaders themselves are led by Senior School Leaders, who are student representatives, voted into post by their peers.
- In addition to this we consult parents on school change such as the new Go 4 Schools Reporting & Assessment where a group of parents were consulted and the parents helped to advise final proposals.
- Students have the opportunity to take part in 'mock elections' to coincide as appropriate with the political calendar e.g. General Elections. All major parties are represented by a Sixth Form Politics student who pitch their ideas in assemblies. Students are then invited to vote in a system designed to mirror that of the polling stations.
- Our sixth form students each have a vote to elect the sixth form student leadership team.

## **The rule of law**

- At the Arthur Terry School we have clear Behaviour and Praise policies. We endeavour to reward persistently positive behaviour and students who continually excel in their lessons. Students have the opportunity to earn Praise Points for a range of reasons including demonstrating the Arthur Terry Learner habits, extra-curricular activity, demonstrating the school values.
- Our tutor programme re-enforces and shape school rules and policies. Students are instrumental in agreeing and setting agreed codes of practice to ensure support and respect of all peers.
- Our teachers, student support services (SSS), Learning Support Team and pastoral teams all work together in ensuring that students understand rules and responsibilities and the consequences if these are broken. Regular assemblies also help re-enforce the school vision: "Arthur Terry School is an inclusive and nurturing learning community that gives everyone the opportunity to excel and a place to belong." We want the best for everyone in our learning community so we are able to be proud of our achievements. Developing the skills, knowledge and strong moral principles so we are ready for active citizenship in an ever-changing future. Our value are kindness, respect and high aspirations. We work

closely with the local community and police, who visit the school regularly and take an active role in supporting our rules and expectations.

• Some examples of curriculum provision include: in Religious Studies, all students in Years 7 to 10 study, students study a unit on Crime & Punishment and the need for law and justice. Students reflect on the role and purpose of punishment and address these issues. In KS3 History crime and punishment is studied in the medieval era and compared directly to law and order today.

### **Individual liberty**

• Every student is an individual and brings different skills and qualities to our school. We are proud of this and aim to ensure that there are a range of different opportunities available to develop the unique skills of our students. All subject areas create an atmosphere of respect within their classrooms to ensure that students feel safe. Whilst we are not naive enough to say that bullying does not happen at The Arthur Terry School, incidents are rare and acted upon quickly to ensure that students understand this is not accepted, nor will it be tolerated. Our Student Support Services team is instrumental in this process and supporting other staff in building a positive culture where differences are respected, celebrated and all students feel confident, supported and happy in school.

• Some examples of curriculum provision include: in Religious Studies attitudes towards bullying are explored and the legal situation on this is studied. Conflict and reconciliation are also elements of this unit on Peace and Conflict. This provides the opportunity to explore conflict within the school community and how we resolve conflict within school. In the History curriculum the role of individual liberty is central to programmes of study in all Key Stages. Examples are numerous and involve the feudal system in medieval times, life in dictatorships and other examples at KS3. In Drama we study - The Terrible Fate of Humpty Dumpty - the impact of bullying on a student and his family. Drama is taught as a distinct subject at KS3 and the skill of empathy is taught to enable students to reflect upon the standpoint of others. Many subjects such as English utilise these skills to use drama type activities within their teaching & learning

### **Mutual respect**

Mutual respect is at the heart of our values. Students learn that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect and to ensure that we are all safe.

• The tutor programme and assemblies have covered topics such as Black History, internet safety around the posting of messages and mental health awareness.

• Some examples of our curriculum provision include: Tolerance and respect for the life stances and beliefs of others is taught within Religious Studies. In GCSE Religious Studies the unit on Rights & Responsibilities explores human rights and across all units the discussion on different religious perspectives reinforces the need for respect & tolerance } In History, tolerance is taught both explicitly and implicitly. Respect for religions, political persuasions and all manner of beliefs is promoted when studying each unit. An example being religious beliefs we cover during our studies into the reformation, Mormonism in US, anti-semitism in Nazi Germany to name but a few. In Art, artists' work from all cultures are studied creating discussion about what we think and what others may think, creating an ethos where students vocalise curiosities about others & contribute to thoughts and engage in conversation in a constructive way.

## **Tolerance of those of different faiths and beliefs**

- Belonging to a diverse multi-cultural and multi-faith city our school community reflects much of that diversity..
- Our curriculum recognises this and within Religious Education in KS3, students study a variety of faiths including Islam, Sikhism, Hinduism, Buddhism and Christianity. In Year 8 students look at Muslims and the concepts of a Just War and Year 11 Additional Learning covers Islamophobia to prepare them for a society where these concepts have been a recent issue.
- In Key Stage 4 Religious Studies, as part of the Edexcel exam course which all students complete, there are units on Rights & Responsibilities, Community & Social Harmony. These provide an opportunity to explore and discuss faith stances on these issues and for students to share their own experiences & views.
- In English there are a variety of texts used in lessons e.g. My Sister Lives on the Mantlepiece – conflict poetry
- In Science we explore the topic of faith & diet (Years 7 and 9). We also explore religion & transplants (Year 11). Biology & Darwinism forms part of the curriculum in Year 10. Students discuss their own stances on these issues in an atmosphere of respect
- In Drama, Rosa Parks and The Civil Right Movement is explored in Year 8